

**Lockport City School District**  
**Grade 5 Process-Driven Culminating Task for Units 3 Aligned Rubric**

**Directions:**

Writers will read and evaluate the developments of theme in a variety of genres. They will then create an alternate ending to a selected story. This piece will demonstrate their abilities to create a theme and craft an outcome that supports it. Writers will use varied forms of media to create and share their final products.

**Successful writers will demonstrate the ability to:**

- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. **(W.5.3 a,c,d,e)**
  - Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
  - Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
  - Use concrete words and phrases and sensory details to convey experiences and events precisely.
  - Provide a conclusion that follows from the narrated experiences or events.
- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. **(W.5.4)**
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. **(W.5.5)**
- With some guidance and support from adults, use technology, including the Internet to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of 2 pages in a single setting. **(W.5.6)**

- Draw evidence from literary or informational text to support analysis, reflection, and research. **(W.5.9.a)**
  - Apply Grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”)
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences **(W.5.10)**
- Create and present an original poem, narrative, play, art work, or literary critique in response to a particular author or theme studied in class.**(W.5.11)**
- Recognize, interpret, and make connections, in narratives, poetry, and drama, to other texts, ideas, cultural perspectives, eras, personal events, and situations. **(RL.5.11.a)**
  - a. Self-select text to develop personal preferences regarding favorite authors.

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Teacher: \_\_\_\_\_

IDEAS	WRITER'S VOICE	ORGANIZATION
<p><b>EXPERIENCED __3__</b></p> <p>My writing if fascinating. It sparks my readers' curiosities.</p> <p>My message is meaningful and focused. Readers will see a strong connection between my story and my original.</p> <p>I show rather than tell</p>	<p><b>EXPERIENCED __3__</b></p> <p>It's clear that I know my stuff, because I have included so many details. This helps readers trust me.</p> <p>My tone is the perfect fit for my topic, my purpose, and my audience.</p>	<p><b>EXPERIENCED __3__</b></p> <p>I introduce my topic clearly, group related information together, build my topic with facts, definitions and concrete details, and I link ideas together using transitions. I have a purposeful conclusion.</p>

## DOCUMENT UR3

CCLS: W.5.3a,c,d,e, W.5.4, W.5.5, W.5.6., W.5.9a, W.5.10, W.5.11, RL.5.11a

<b>DEVELOPING__2__</b>  My <b>essay</b> is descriptive.  My message in my <b>essay</b> is taking shape, but I'm still not completely clear about what it might be.  I include at least one main idea from the texts I read.  I include at least one detail from the texts I read.	<b>DEVELOPING__2__</b>  I know a good amount about my topic. I include enough details.  My tone is a good fit for my topic, my purpose, and my audience.	<b>DEVELOPING__2__</b>  A clear topic is beginning to emerge in my writing, most of my details are grouped together well, and I include some definitions and facts. I attempt to use transitions, and I tried to develop a conclusion.
<b>BEGINNING__1__</b>  My <b>essay</b> is vague. I am still learning about my topic.  I'm still figuring out what the main topic and important details should be.  Missing details might make it hard for my reader to learn from my answer.	<b>BEGINNING__1__</b>  I am not yet sure what tone I should take with this piece.	<b>BEGINNING__1__</b>  My writing may confuse a reader other than me. My topic is unclear, the body of my work may be jumbled, or my conclusion might be rushed or missing.  It is hard for my reader to know what I learned from my reading.

WORD CHOICE	SENTENCE FLUENCY	CONVENTIONS
<b>EXPERIENCED__3__</b> I use sophisticated words.  My readers are able to see, feel, and hear exactly what I intended them to.  The words that I choose help me to show rather than tell. They also create a strong voice for my piece and enhance organization and sentence fluency.	<b>EXPERIENCED__3__</b> My writing is meant to be read aloud. It sounds wonderful!  I vary my sentence structure on purpose. Each flows into the next, which keeps my readers interested.	<b>EXPERIENCED__3__</b> My writing is nearly free of all errors in spelling, punctuation, and mechanics.

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<p><b>DEVELOPING__2__</b></p> <p>My writing includes grade-appropriate words. I take risks that enable me to try new words</p> <p>My words may not capture my reader’s attention, and they may not be striking or specific to my purpose, but they get the job done.</p>	<p><b>DEVELOPING__2__</b></p> <p>My writing is predictable. When I read it aloud, it sounds like a report.</p> <p>Most of my sentences follow the same pattern.</p>	<p><b>DEVELOPING__2__</b></p> <p>My writing includes some errors in spelling, punctuation, or mechanics. They don’t make it hard for my reader to understand what I am trying to say, though.</p>
<p><b>BEGINNING__1__</b></p> <p>My readers might struggle to understand exactly what I meant when I used certain words. Others may be so vague that my reader may not yet be able to see, hear, or feel what I intend them to.</p> <p>I use some of my favorite words over and over again.</p>	<p><b>BEGINNING__1__</b></p> <p>My writing is difficult to read and understand. This makes it hard to read aloud.</p> <p>I have a hard time telling where sentences start and stop. There are fragments and run-ons.</p>	<p><b>BEGINNING__1__</b></p> <p>Spelling, punctuation, or mechanics errors make it difficult for my reader to appreciate my message.</p>

**Writing Process**

**EXPERIENCED\_\_**

--I think of a lot of ideas before choosing one to write about, even if my teacher doesn’t make me.

--I change my writing as I go, based on new ideas I develop or suggestions from other people.

**DEVELOPING\_\_**

--If my teacher tells me to brainstorm, I will. Otherwise, I might just begin drafting.

--I make at least one change to my writing when I’m working.

**BEGINNING\_\_**

--My writing is usually based upon the first idea that comes to mind.

--I’m not sure how to make changes to my writing yet.

--I make corrections in conventions.

--I ask others to tell me how to improve my work. Sometimes, I make changes.

--My final copy is nearly identical to my rough draft.

--I look for ways to share my work with others.

--I share my work when my teacher tells me to.

--I don't share my work with other people.

## Technology Integration

### EXPERIENCED\_\_\_\_

--I can use what I know about technology tools to choose the best tool for my given purpose, without any help from my teacher.

--I use selected technology tools to create something compelling, distinct, and meaningful to a wider audience.

### DEVELOPING\_\_\_\_

--My teacher helps me select and use technology tools that connect with my purposes.

--I use the technology tools chosen by my teacher to create something interesting that I would not have been able to create otherwise

### BEGINNING\_\_\_\_

--I use the single technology tool suggested to me by my teacher.

--I use the technology tools chosen by my teacher to create something very similar to a product that might have been created using pencil and paper.

DOCUMENT UR3

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--I use selected technology tools to share my work with an audience beyond my school district, and I use what I learn from their feedback to make my work better.

--I use selected technology tools to share my work with an audience.

--I am learning how I can share my work with an audience using technology tools.